



# Reflecting on Study Abroad

How Faculty Encourage  
Returnees to Reflect on  
their Experiences

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Panelists:

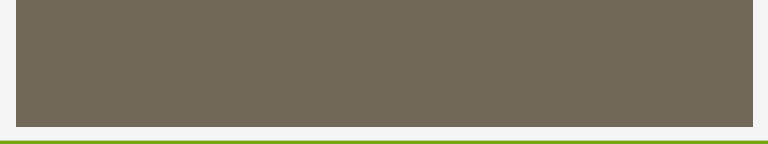
Dr. Rycki Maltby, Professor of Nursing, University of Vermont

Dr. Kimberly Sultze, Associate Professor of Media Studies, Journalism and Digital Arts, St. Michael's College

Kazuko Suzuki Carlson, Senior Lecturer, Japanese, University of Vermont

Facilitator:

Kim Howard, Director, Office of International Education, University of Vermont



*“The whole object of travel is not to set foot on foreign land; it is at last to set foot on one’s own country as a foreign land.”*

*-- G.K. Chesterton*

# Re-entry: 3 dominant patterns

## **Reverting** returnees

- Uncritically resume their pre-departure lifestyle

## **Alienated** returnees

- Reject home culture altogether, or wage a campaign to change it in unrealistic ways

## **Integrative** returnees

- Synthesize new world understandings and self-discoveries into a revised identity and lifestyle

Source: Slimbach, Richard. *Becoming World Wise: A Guide to Global Learning* (2010)

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“We really haven't done much of anything regarding encouraging students to reflect on their experiences after they return (and would feel like "imposters" speaking about it).... One of the challenges of having run our semester-abroad program in the spring was that the students returned to the U.S.--but not to campus--in May after already receiving their grades for their courses. So although we spent time towards the end of the semester helping the students prepare to return, we never felt we could 'require' post-semester reflections and we weren't able to get together with the students again until the fall when we had a reunion dinner ... Other than that, we continue to meet one-on-one and in small groups with students when they reach out to us--often after they have graduated.”

– Faculty of semester program, social science focus



# Public Health Nursing in Bangladesh

Dr. Rycki Maltby, PhD, RN, FACN  
Professor of Nursing  
University of Vermont



## Reflection begins before we leave

Course overview

In-country reflections

Post-trip reflections and presentations

Integrating into Nursing





## Course overview

- Application process
- Classes prior to departure
- IUBAT partnership
- Community assessment
- Institutional visits
- Daily classes
- Journaling daily (some prompts given)
- Exercises such as “the word”



# Post trip reflections

Two weeks post trip

- Final paper
- Reactions of self
- Reactions of others

Reunion dinner

Presentations to:

- Sophomores and juniors
- Fellow seniors
- Nursing groups
- Student research day (UVM)

Photobook

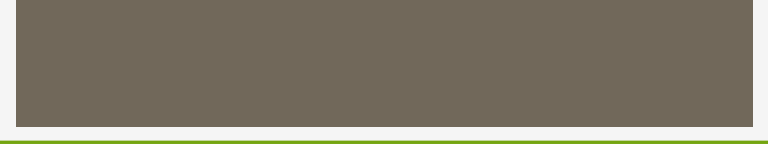




## Student comment:

“We went to Bangladesh with the intention of learning about the community and public health in a developing country. We discovered the common need for quality nursing care and access to resources and education. Visiting Bangladesh opened our eyes to the similarities of human health needs in that we all have common goals for our health. Our future nursing practice will be forever impacted by this experience.”





“Personally I feel that one of the areas where we need the most improvement (or at least I do) has been on post-trip student reflection. It's an area I'm interested in learning more about. Karen Sultze's course sounds like one we need at our institution.”

-- Faculty, social sciences



## Travel Writing and the International Experience

Dr. Kimberly Sultze

Associate Professor of Media  
Studies, Journalism and  
Digital Arts

St. Michael's College



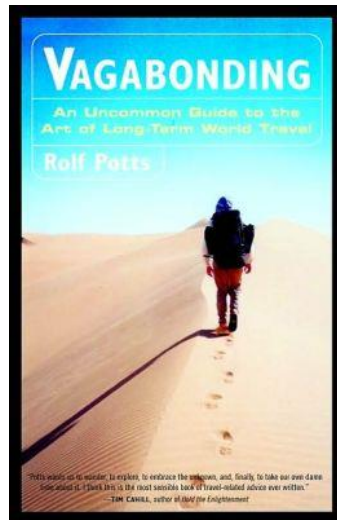
## Ideas behind the Re-entry Course

The motivation

Why it appeals to me

Pedagogical challenges:  
Students from all majors  
and abroad destinations

Writing-intensive class:  
Links travel writing and  
cross-cultural  
communication



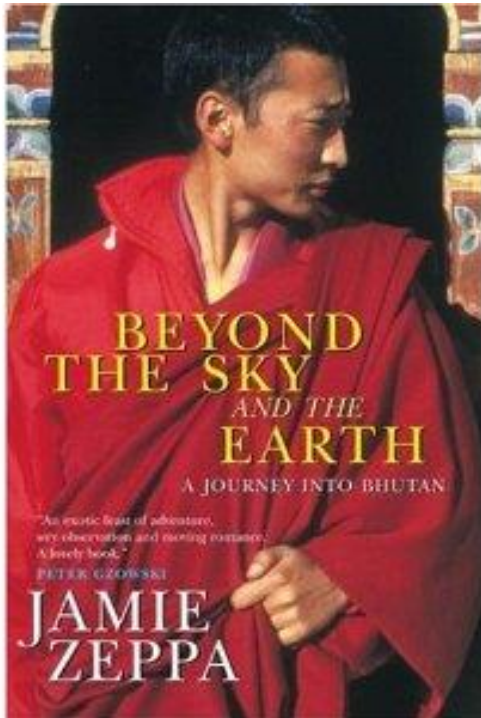
## Encountering the Other: Tourist vs. Traveler

Easy entry—how students define the terms

How travel writers discuss the terms

Cross-cultural communication—ideas of Edward Hall

Rolf Potts, Vagabonding



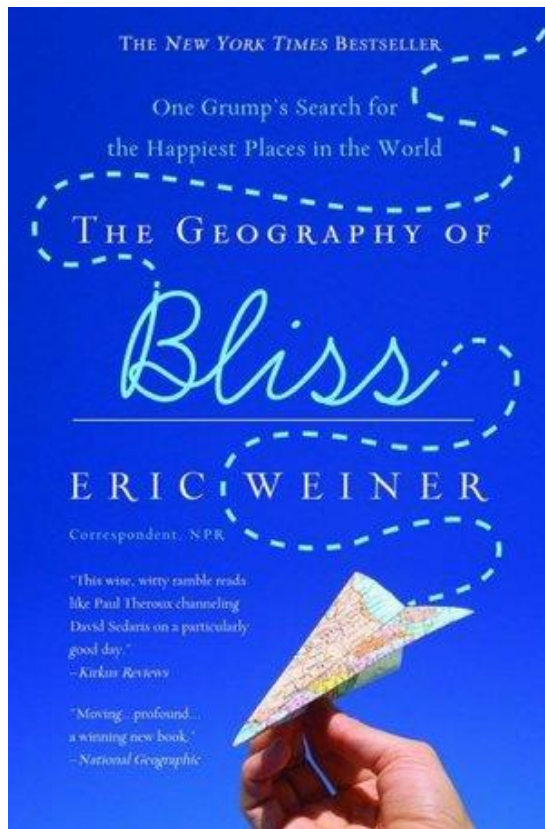
## Culture Shock

Jamie Zeppa, Beyond the Sky and Earth

Arrival, Entrance,  
Complexity

Microsociologist Field  
Study—social situation  
analysis





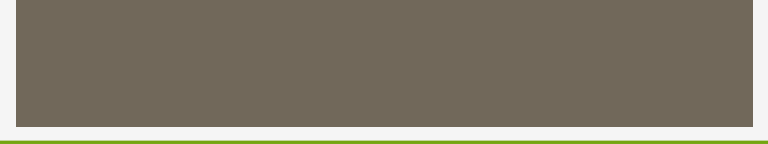
## Redefining the Self— Rethinking American Culture

Weiner, Geography of  
Bliss

Lonely Planet Guide to  
the USA

Travel Philosophies

The “generalized other”  
of the global citizen



“It is indeed no easy task to integrate students returning from study abroad into a classroom back here, providing these students with a sufficient challenge without overwhelming the others.”

-- Language faculty



# Advanced Japanese

Kazuko Suzuki Carlson  
Senior Lecturer, Japanese  
University of Vermont



## Classroom

“Ryugaku gumi”

Differentiated exams  
and assignments

Become group leaders

Perspectives on  
language learning and  
culture

Share study-abroad  
experiences





## Outside of Classroom

“Life in Japan” discussion  
Help prepare other students

Conversation hour  
Interact with native speaker

Japanese club  
Conversation circles  
Homework help

Japanese House  
Cultural activities



# Community

Community-University  
Partnerships and Service  
Learning

Japan-America Society of  
Vermont



## Future

Career  
interview  
advising

Japanese business culture  
session

Blog / website



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## Further Engagement

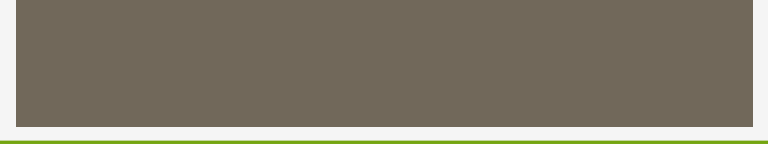
Use their strengths

Encourage Proficiency Tests

Create a community outside the classroom

Share experiences with presentations





“Faculty are, to very different degrees, incorporating study abroad into class discussion—but I think we could be doing a lot more, and it would require much more intentional collaboration between your office, mine, and willing faculty.”

-- Assistant academic dean

# What can study abroad offices do?

What ...

- **information**
- **resources**
- **tools**

... can study abroad offices provide faculty that would make it easier to integrate study abroad reflection into the classroom and in your other work with students?



# Resources



# CENTER FOR WOMEN'S INTERCULTURAL LEADERSHIP

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## Collection of Syllabi

- [Abilene Christian University \(pdf\)](#)
- [Azusa Pacific University \(pdf\)](#)
- [Carlton College \(pdf\)](#)
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- [Juniata College \(pdf\)](#)
- [Northwestern University \(pdf\)](#)
- [University of Notre Dame \(pdf\)](#)
- [Saint Louis University \(pdf\)](#)
- [Saint Mary's College \(pdf\)](#)
- [SEA \(pdf\)](#)
- [University of the Pacific Course](#)
- ["Maximizing Study Abroad"](#)

# Saint Mary's College

ICS 490: Analysis of Study  
Abroad Learning  
Elaine Meyer-Lee

A hand holding a globe of the Earth against a blue background. The globe is centered in the upper half of the image, and the hand is visible at the bottom, holding the globe from underneath. The background is a solid blue color.

**From Personal Reflection to  
Social Investigation:  
Undergraduate Research as an  
Antidote to Autobiographical Cliché**

**Greg Downey  
University of Notre Dame  
gdowney@nd.edu**

# Questions and Discussion

Evaluations

## General Re-Entry Resources

### Completing the Cycle: Innovative Re-entry Models to Assess and Aid Student Development

Conference PPT: <http://www.forumea.org/documents/CompletingtheCycle-InnovativeRe-entryModelsPisano.pdf>

Rebecca Pisano (Towson University), Jinous Kasravi (University of CA, San Diego), Katherine Yngve (American University of Beirut), Maria Flores (San Francisco State University)

#### Roundtable dialogue

The re-entry phase of an experience abroad is critical to student development yet is often part of the study abroad cycle not adequately addressed by international educators. Using student learning theories as a guide, this session examines innovative approaches to re-entry programming to facilitate effective processing of the overseas experience.

Additional session material - [resource list](#) and [best practices list](#).

<http://www.forumea.org/documents/Re-entryModelsresourcelistIsonetal.pdf>

<http://www.forumea.org/documents/Re-entryModelsbestpracticeslistIson.pdf>

Collection of re-entry course syllabi

<https://cwil.saintmarys.edu/international-and-intercultural-learning-/re-entry-course-resources/collection-syllabi>

Conference presentations on Re-entry courses

<https://cwil.saintmarys.edu/international-and-intercultural-learning-/re-entry-course-resources/conference-presentations>

University of Kentucky Education Abroad Faculty Toolkit, Post-Study Abroad section

<http://www.uky.edu/toolkit/taxonomy/term/4>

## Re-Entry Resources – Regional

VT/NH Study Abroad Re-entry Conference

Boston Area Study Abroad Re-entry Conference